

Wisconsin Standards for a Quality Program in Business and Information Technology Education

Documented Evidence

Standard	Illustrative Documented Evidence
Quality Educator(s)	
<p>Standard 1 The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.</p> <p>Standard 2 The educator(s) is the primary facilitator of learning for and about business and selects teaching strategies to match student needs with societal and technological changes.</p> <p>Standard 3 The educator(s) has an improvement plan that demonstrates continual professional development including involvement in professional associations, such as, FBLA, WBEA, NBEA, ACTE, WACTE, and relevant industry groups.</p>	<ul style="list-style-type: none"> • Holds 250/251 Business Education license (comprehensive license, PK-12) • Holds 281 vocational license • Obtains and updates relevant industry certifications/training, such as, MOS, A+, Cisco, etc. • Participates as an active member in state/national associations, such as, WBEA, NBEA, WACTE, ACTE, and WEA • Conducts annual review and goal setting • Presents at conferences • Maintains a professional development plan on file • Contributes to professional publications • Participates on school improvement teams • Provides leadership in professional organizations • Participates in continuing education beyond license renewal • Coordinates multi- and inter-disciplinary learning initiatives • Prepares written, self-mentoring plan • Serves as a cooperating teacher • Writes and obtains grants • Supervises practicum students • Conducts educational/teacher research • Serves on statewide/regional education committees • Collaborates on projects with external partners • Pilots new programs and projects • Mentors initial educators • Participates in local/state/national curriculum development • Serves in role for extra-curricular leadership • Contributes voluntary leadership in the school/department • Provides leadership in staff development: planning/delivery • Formulates partnerships and collaborates with community agencies • Facilitates learning as faculty for adult education/technical college/university • Develops and obtains resources • Develops and coordinates program • Writes and submits news stories to local media about program and student achievement • Communicates with local, state, and national legislators • Participates in community activities/promotions • Displays student work in public settings

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Program Planning	
<p>Standard 4 The program has a vision/mission statement that is in alignment with state and national vision and mission statements as well as the school district's vision and mission.</p> <p>Standard 5 The curriculum is in alignment with the <i>Wisconsin Model Academic Standards for Business</i> and local benchmarks and incorporates the <i>Wisconsin Model Academic Standards for English Language Arts, Mathematics, Science, and Social Studies</i>.</p> <p>Standard 6 A comprehensive program includes three components: standards-based curriculum, work-based learning, and FBLA as the career and technical student organization.</p>	<ul style="list-style-type: none"> • Develops curriculum plan based on state guidelines to curriculum planning • Collaborates on curriculum projects • Participates on school/district planning team • Visits and partakes in conversations with other districts to evaluate/develop programs • Aligns local academic standards with state and national BIT standards • Collaborates with post-secondary institutions • Utilizes community and business partners in program development • Conducts ongoing evaluation-planning for program improvement and revision • Conducts follow-up surveys • Balances course offerings to prepare students for role of business citizen • Maintains an active FBLA program • Strives for vertical articulation in K-12 curriculum planning <ul style="list-style-type: none"> • Participates in elementary education through direct teaching, team teaching, and collaboration • Implements current research-based initiatives and practices, such as, service learning, peer education, problem- and project-based learning, authentic instruction and assessment, inter-disciplinary projects, applied academic programs, and brain-based learning

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Curriculum, Instruction, and Student Assessment	
<p>Standard 7 The curriculum is based on educational equity, current occupational trends, industry standards, and recognized educational practices.</p> <p>Standard 8 The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 9 The career and technical student organization, FBLA, is co-curricular and a valued, integral component of the program.</p> <p>Standard 10 Career guidance and counseling is a part of the curriculum, emphasizing educational options.</p>	<ul style="list-style-type: none"> • Includes problem-based units of study in curriculum • Integrates FBLA Business Achievement Awards into curriculum units • Creates and implements multi- or inter-disciplinary units • Participates in development and implementation of Education for Employment plan • Develops and implements applied academic units • Articulates courses with post-secondary institutions • Uses classroom examples that demonstrate and recognize the importance of cultural diversity • Includes youth leadership and peer education activities • Includes diverse student populations; e.g., special education, non-traditional, gender, ethnicity, race, and school-aged parents • Uses non-biased classroom resource, such as, textbooks, artwork, posters, videos, and speakers <ul style="list-style-type: none"> • Posts expectations for respectful student behavior • Adheres to ADA requirements in classroom • Uses multiple, alternative student assessment tools • Expects ethical principles and behaviors in class from students • Prepares written curriculum plan • Defines progression toward achievement of model standards through benchmarks • Uses training agreement and plans to integrate academic and skill standards • Processes career- and work-related dilemmas and work-based experiences in classroom • Conducts ongoing workplace reviews and evaluations • Provides workplace mentor training • Teaches to multiple learning styles and uses developmentally appropriate curriculum units • Includes problem-based learning experiences, cooperative learning, multi- and inter-disciplinary approaches, service-learning, youth leadership, technology integration, and self-reflection

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Curriculum, Instruction, and Student Assessment <i>continued</i>		
Standard 11 Standards-related classroom assessment(s) is integrated with instruction to promote meaningful learning and student accountability.	<ul style="list-style-type: none">• Encourages critical and creative thinking through the use of analogies, practical reasoning, imagining, perspective-taking, developing and testing hypotheses, and transferring learning to new contexts• Uses powerful teaching strategies of varying structure, such as, inductive/deductive models of teaching, case studies, student presentations/demonstration, community-based learning, etc.• Differentiates curriculum to challenge students at multiple ability levels• Develops classroom norms and procedures with student input• Sets, communicates, and enforces appropriate behavioral standards with logical consequences• Models respect for diversity and human dignity	<ul style="list-style-type: none">• Encourages student sense of safety and expressing ideas and feelings• Conducts student written evaluations of classroom climate and environment• Holds high expectations, encourages students to do well, and promotes process as well as content• Uses assessment tools with standardized scoring rubrics• Provides opportunities for student for self-reflection and peer assessment• Implements authentic, performance-based assessment devices and tools; e.g., portfolios, student presentations and demonstrations, anecdotal records, inventories, observations, surveys, action study/research, and interviews
Standard 12 The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.		
Standard 13 The program is offered at the middle school level with exploratory experiences and skill building.		
Program Evaluation		
Standard 14 Program assessment(s) is used to measure the program against current educational and industry standards conducted on a regular basis and recommendations used for continual improvement.	<ul style="list-style-type: none">• Plans for ongoing program evaluation in place• Updates curriculum, instructional, facility, and staffing based on results of ongoing program evaluations to improve the program• Uses <i>Wisconsin Standards for a Quality Program in Business and Information Technology Education</i> as framework for periodic self-assessments and planning	<ul style="list-style-type: none">• Conducts graduate and employer follow-up studies• Presents evaluation results to appropriate audiences, such as, administration, guidance, school board, parents, students, and community partners• Writes grants for funds to address program areas that need improvement• Prepares budget and opportunity/cost analyses

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Quality School(s)	
<p>Standard 15 The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and improve student achievement.</p> <p>Standard 16 The educator(s) shall communicate concerns, challenges, and benefits of the program to all decision makers, including but not limited to participating in school governance, maintaining an open dialogue with policy makers, building support coalitions for educating the workforce, and promoting business and information technology and work-based learning programs.</p>	<ul style="list-style-type: none"> • Maintains appropriate class size for laboratory and classroom activities • Documents participation of special populations; e.g., gender, ethnicity, EEN, race, school-aged parents, English Language Learners, ADA, economically disadvantaged, and gifted and talented • Documents committee work with stakeholders on career education, personal finance, work-based learning, and information technology • Represents Business and Information Technology Education on decision-making teams in the school and district • Participates on integrated and applied instructional teams • Participates actively in mission/vision development and strategic planning • Attends professional meetings and conferences to network • Serves as a mentor • Supervises student teachers • Attends and presents at state, school board, district, and school committee meetings • Networks informally with administrators, school board members, colleagues, and community members • Shares practical reasoning expertise to frame decisions regarding reform • Presents at staff in-services

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Parent and Community Involvement		
Standard 17 The program reflects the needs of the community through councils that include community members with business and education experience.	<ul style="list-style-type: none">• Utilizes community resources for classroom speakers, advisory boards, field trips, job shadowing, mentors, and FBLA co-curricular activities• Engages in internships/externships• Participates in civic organizations• Maintains diverse make-up of advisory committee representative of community• Prepares advisory committee minutes• Obtains advisory committee support and resources	<ul style="list-style-type: none">• Provides services to and seeks services from parents and other community members and organizations• Considers and implements advisory committee recommendations• Develops partnerships with other educational institutions• Reflects advisory committee recommendations in curriculum and facilities• Implements community service/service-learning projects
School- and Work-based Learning		
Standard 18 The program offers a work-based learning component for students based on Wisconsin skill standards certificates, employability skills standards, industry certificates, and/or occupational standards.	<ul style="list-style-type: none">• Participates in annual review of student handbook, faculty handbook, and district policies• Follows training agreements and <i>Rules and Regulations</i> for work-based learning• Follows child labor laws for work-based learning programs• Demonstrates fairness in classroom practices, such as, discipline strategies and techniques• Follows policies and procedures for field trips and student transportation• Follows policy on confidentiality of records	<ul style="list-style-type: none">• Follows policy on reporting child abuse, sexual activity of minors, and health concerns• Follows statutes and policies related to ensuring equity and diversity• Follows employee work rules
Standard 19 Program operation is in compliance with all state and federal laws and regulations.		

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Resources	
<p>Standard 20</p> <p>The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.</p>	<ul style="list-style-type: none"> • Maintains universal accessibility checklist for facilities • Conducts regular maintenance checklists used to ensure that maintenance is completed • Develops scheduled replacement plan for technology and equipment • Prepares and analyzes department budget • Participates in FBLA budget preparation and fundraising activities • Maintains resource management plan • Conducts budget and opportunity/cost analyses